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ABSTRACT

In surveying the handicapped program policies of the eight Los Angeles Community Colleges, it was found that there was a great discrepancy in the funding of the colleges for the handicapped programs and consequently the quality of the programs offered. The programs range from nothing to rather extensive programs in which an effort is made to identify the handicapped students and present a comprehensive program in an attempt to ensure their success. The coordinators recommended that: (1) the district help eliminate excessive paperwork in proposal writing; (2) provision be made for off-campus transportation; (3) the district provide computer services for better identification; (4) the college coordinators become more involved in decision making; and (5) the district provide more research and workshops. (Author)

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TO DETERMINE WHAT CHANGES THE FEDERAL
FUNDS FOR THE HANDICAPPED HAVE MADE
IN THE HANDICAPPED PROGRAM
AND THE COLLEGE ITSELF

EDUCATIONAL POLICY SYSTEMS

by

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I. INTRODUCTION

Funds for handicapped programs are one of the more beneficial controls that the federal government exerts over education. These funds not only promote the development of worthwhile programs for a special group of students but they have made beneficial changes in curriculum teaching methodology and in the physical plant as well.

The exertion of federal influence over education began with the Morrill Act of 1862.¹ The Morrill Act stimulated special types of education within the states. Through various acts since the federal government has influenced education in one way or another. The G.I. Bill, of World War II and Korea, gave the government a powerful hold on educational programs. More and more institutions of higher education became increasingly dependent on federal funds.

By 1960, the federal government had become the largest single source of support for America's colleges and universities because of the many financed programs.² Through the various education acts the federal and state governments exert a great deal of control over education. At one time the U.S. Chamber of Commerce felt that the federal money would destroy our school system,³ but Rivlin points out that

¹John S. Brubacher and Willis Rudy, Higher Education in Transition (New York: Harper and Row, 1968) p. 233.

²Ibid., p. 238.

³Roald F. Campbell, Luvern L. Cunningham and Raphael O. Nystrand, The Organization and Control of American Schools (Columbus: Charles E. Merrill Co., 1970) p. 514.

there has been little evidence that these programs have brought government control of the type so often feared by opponents of federal programs in education—of dictation of subject matter and textbooks or investigation into opinions and associations of university personnel.⁴

As the money pinch tightens on education, the more frantically the institutions vie for all types of federal funding and thus the federal government influences change in the educational systems of the country.

"Beginning with the National Defense Education Act of 1958 more post-secondary and higher education legislation has been enacted than in the entire history of the country."⁵ Though program funding tends to control education to a certain extent, a great deal of good for students comes out of special program funding. One of these programs is that which funds the handicapped. The Los Angeles Community College District has been the recipient of much of these monies. Mrs. Hope Holcomb, Director of Career Education and Government Affairs for the LACCD, is in the process of conducting a study into how these funds have affected the eight community colleges in the district. This practicum will become part of the study.

⁴ Alice M. Rivlin, The Role of the Federal Government in Financing Higher Education (Washington, D.C.;: The Brookings Institution, 1961) pp. 152-153.

⁵ Richard M. Millard, "The Need to Coordinate State and Federal Support," Community and Junior College Journal, December/January 1973, p. 9.

II. BACKGROUND AND SIGNIFICANCE

A conservative estimate is that one-sixth of the population is handicapped in some way. The estimate is a conservative one since many of the handicapped do not want to be identified. With the federal, state, and local programs that have increased educational opportunity, more of these students are being identified and helped. The first funding for all of the California Community Colleges came in the fall of 1969, with the passage of the Vocational Education Act of 1968, and the provision for ten percent set-aside funds for the handicapped.

Though these funds were made available well over half of the community colleges never claimed their share. A few colleges did claim the returned funds and built strong, imaginative programs. It wasn't until later that state stimulation and guidance encouraged the increased growth of handicapped programs.

In the school year, 1969-70, fewer than ten of the existing ninety-two California Community Colleges had specific programs for the handicapped. Last year, 1972-73, thirty-five had specific programs. By the end of this year, it is expected that fifty-five will have programs and next year it is estimated that seventy of the now ninety-six community colleges will have programs.

The Educations Professions Development Act (EPDA) of 1970-71, stimulated programs for the handicapped throughout the state. Funding of \$42,000 for a pilot program was given to Cerritos Community College of Norwalk in Southern California and Chabot Community College of Hayward in Northern California. The prime moving force in California

for handicapped programs was Dr. Harlan C. Stamm, then Vice-Chancellor for Academic Affairs in the California Community College Chancellor's Office in Sacramento.

Three major accomplishments came out of the 1970-71 EPDA Project:

1. Conferences in Northern and Southern California were attended by representatives from every California community college. These brought out the responsibility to serve the handicapped in the community and the sources of funding which would finance handicapped programs were made known.

2. A team of nine knowledgeable persons was set up in regions throughout the state. The people were a network through which information was disseminated regarding the status of programs in the areas. They also acted as resource persons for colleges in their areas.

3. The production of a reference manual which was distributed to attendees of the conference. This was a "How to do it" manual which covered all aspects of setting up a program, legislation, funding, public relations, and a sequential method of starting a program. This book is presently used on more than ninety California community college campuses. The book is due for revision next year and will include new legislation.

State legislation that affects the handicapped primarily are:

1. Assembly Bill 1246

This bill makes an apportionment from the California State School Fund for 1973-74, to the community colleges for financial support of excess direct cost reimbursement for providing facilities and services for physically handicapped students of twenty-one years of

age and older. The state will pay up to \$400 per student to cover direct costs. The principal support before this bill was State Apportionment Funds for minors (under twenty-one).

2. California Master Plan for Special Education

This plan received final approval in January 1974, and also pilot programs to bring the State Master Plan into application will be undertaken by seven unified school districts. The community colleges are not eligible at this time under this plan, but the plan does provide for training and education past twenty-one years of age (extends responsibility). The attorney general has ruled that the community colleges are not eligible for these funds. Beginning July 1, 1974, some significant changes are expected in the legislation concerning community college programs for the physically handicapped students.

Funding for handicapped programs come mainly from:

1. The State Apportionment Funds (Minors).

State Apportionment Funds operate under the California Education Code regulations which apply through grades K through fourteen. In some cases the regulations do not fit when superimposed on the community colleges because the principal thrust is aimed at the primary and secondary levels.

2. Ten percent of Vocational Education Act Funds, Part B (set-aside funds).

These funds must be used or they are lost.

Beginning in July 1, 1974, the Community College Chancellor's Office will begin handling its own paper work to claim State Apportionment Funds (minors).

As an example of how funding has grown, grants to California in 1972, for education of the handicapped were as follows:⁶

a. Part B, EHA (Title VI-B, ESEA)	\$3,000,969
b. PL 89-313 (Title 1, ESEA)	\$1,477,445
c. Title III, ESEA (15 percent)	\$1,746,004
d. Voc. Ed. Act (10 percent)	<u>\$3,009,197</u>
Total	\$9,233,615

Three years ago (1970-71) only one community college in the Los Angeles Community College District operated a true program for the handicapped. In 1973-74, six colleges have full-time coordinators who devote 100 percent of their time to handicapped students and have positive programs. One college has shown little increase in their supportive services to handicapped students and one college has no program.

The Vocational Education Act, Part B Funds (10 percent set-aside) was "seed money" for all of the eight community colleges. Without these mandated funds, several colleges would not have anyone designated to coordinate handicapped programs. Of State Apportionment Funds, the Los Angeles Community College District received the following:

1971-72	less than	\$50,000
1972-73		\$150,000
1973-74	more than	\$300,000.

⁶Federal Funds, The Big Package for Education for the Handicapped," American Education, May 1972, p. 39.

These funds have provided an opportunity for several colleges to hire specially credentialed instructors for various handicapped groups. Los Angeles City College and Los Angeles Pierce College each have an instructor for the blind; Los Angeles Southwest College has an instructor for the deaf.

There are feelings among some administrators that accepting federal money would mean federal control. One college in another county has not accepted money for the handicapped because of this reason. These differences of opinion regarding federal funds have been mentioned previously in referring to some of the literature used in this study.

An example of how these funds have helped in the identification of the handicapped is in the case of the program at Los Angeles Valley College. As a fledgling program in 1971, twenty students out of almost 20,000 were identified as handicapped. As of this writing, March 1974, 1000 have been identified and this is felt to be only a part of those actually in this category.

The programs for the handicapped in the Los Angeles Community College District have expanded rapidly in the past few years as can be seen by the previous examples. The extent of change in the various colleges of the district has been largely unknown. Changes in the instructional program can easily go unreported. Changes in curriculum and physical facilities are generally reported only in the year-end evaluations. With the passage of years and different grants, the totality of the changes that have taken place have been obscured. This study has compiled these statistics from the eight colleges as a

part of a Los Angeles Community College study of disadvantages and handicapped programs in the district. .

Material received from ERIC and program material received from other community colleges indicate what should and can be done in the handicapped programs. Handbooks from individual colleges and seminars plus interviews have been and still are the most productive and valuable sources of information in this relatively new area of programming.

III. PROCEDURES FOR COLLECTING DATA

A questionnaire (see Appendix A) was sent to the coordinators of the handicapped programs and the Deans in charge at each of the eight Los Angeles Community Colleges. They were asked to answer questions concerning funding and changes in the handicapped programs, teaching methodology, curriculum and physical plant over the years since the funding began. Furthermore, it was asked specifically what changes were made in these areas and for suggestions on how the district could serve the handicapped.

The questionnaires were returned by seven of the eight coordinators: Mr. George Kopolous (Los Angeles Valley College), Mr. Steve Harshfield (Los Angeles Harbor College), Mr. Burton Amos (East Los Angeles College), Ms. Henryette Bunn (Los Angeles Southwest College), Dr. Harry Walker (West Los Angeles College), Mr. Gino Petrella (Los Angeles Trade Tech College), and Ms. Melba Martinez (Los Angeles Pierce College). Ms. June Forrester (Los Angeles City College) stated that she had been ill for the past two weeks, had only been in the position for the past five months and was too busy to answer the questionnaire. She could not suggest anyone who could provide the information. A further check with L.A.C.C. personnel was made and Mr. Stan Schall, Coordinator of Career and Vocational Education, volunteered to complete the questionnaire with as much information as he could gather. The coordinators were also contacted by phone for additional information and/or elaboration.

Supplementary information was received from Mr. Kearney, District Coordinator of Handicapped Programs. This information, together with the information received from the colleges, was summarized and is presented on the following pages. Some comparison can be made through the ERIC material and material received from other community colleges which is also summarized.

IV. RESULTS OF THE STUDY

Los Angeles City College

The best information available on the handicapped program at Los Angeles City College covered only the past two years. The college received funding of \$25,000 for the 1972-73 school year and \$31,000 for 1973-74. Several major changes in the handicapped program have resulted. The development of a handicapped resource center, with the necessary hardware and software to increase the learning possibilities for all types of handicapped students, has been started. The program for the visually handicapped has been emphasized. Three people are now directly involved with the counseling of the handicapped students where formerly only one was available. The personal contact with these students has doubled. Though only 130 of the seriously handicapped are served, 400 have been identified on campus. Again, this increase seems to have taken place mainly in the past two years.

Teaching methodology has changed in the same period of time. Because of the special emphasis on the visually handicapped, a blind instructor has been hired. Tutorial services such as tape recorders and readers are also available for these students. Elevators have been installed for the orthopedically handicapped and helpers are available for wheelchair students.

Many small but meaningful curriculum changes have taken place due to a limited in-service training program on the handicapped. Instructors permit readers, tape recorders, and other aids in the classroom. The course "College Orientation and Planning" has been revised to point specifically to the handicapped student.

The addition of ramps, elevators, adjustment of toilet facilities and drinking fountains have changed the physical plant. These changes have primarily occurred in the past two years.

It was suggested that the college should work more with the community to recognize the handicapped. Industry should also be encouraged, through the college, to hire handicapped students. The Human Resources and Development Department should be contacted and a close bond should be developed for the benefit of the students. Close proximity to the Braille Institute makes it convenient for close coordination of the Los Angeles City College program for the blind with the resources provided by the institute. These changes should take place within a two-year period.

East Los Angeles College

East Los Angeles College has received federal funding for their handicapped program during the school year, 1972-73 and 1973-74. They received \$6000 and \$18,200 in the respective years. The program really started in the current school year, 1973-74, with the employment of an interpreter for the deaf and a part-time coordinator.

There are no planned changes in teaching methodology, in general, as yet. Any changes that have occurred have been by the individual instructor and by his or her own initiative. However, specialized counseling and advisement is offered handicapped students. Tutors, aids, readers, note-takers, mobility assistants, interpreters and other personnel supply needed assistance to the handicapped. Off-campus classes (Outreach) offer these students more accessible education. In the college special classes for the blind and the deaf are

held, Though the questionnaire stated, at first, that no change had been made in this area, further scrutiny of attached literature revealed that change had actually been made. Additionally, special equipment such as recorders, magnifiers, talking and Braille books and wheelchairs are available for student use. Transportation to and from campus can also be arranged. No particular curriculum changes have been made. An occupational survey was taken but no curriculum changes resulted.

During the early part of this school year architectural barriers were removed, ramps were added to some of the buildings, and restrooms were modified so that the physical plant would be more usable to the handicapped student.

Los Angeles Harbor College

Los Angeles Harbor College has received federal funding for their handicapped program during the past two school years. In the school year, 1972-73, they received \$22,000; and in 1973-74, \$19,300. Until the 1972-73 funding, there was no program for the handicapped. This funding established the program at Harbor College. From 1972 to the present time, the number of handicapped students served has approximately doubled.

Teaching methodology has changed during the two years of the program. Instructors are more aware of handicapped students' problems and thus are more flexible in terms of testing, the use of tape recorders, and notetaking.

The curriculum has also changed. A Personal Development class, a Cooperative Education class stressing "How to get a job," and a

Reading Skills class are offered for the handicapped students. Though not in the area of curriculum, a position of Job Developer was funded through VEA Part B funds, this year, for the express purpose of aiding the handicapped. These changes have all come about in the school year, 1973-74.

During both funded years physical plant changes such as office equipment, restroom remodeling and some ramping of buildings has been accomplished.

It is recommended that the college continue removal of architectural barriers and provide a multipurpose room for offices, small class meetings, tutorial services, and special equipment. This should be done over the next two years to provide for growth and optimum operation of the program.

Los Angeles Pierce College

Los Angeles Pierce College received funding of \$13,000 in 1972-73 and \$96,000 in 1973-74. The program has expanded from volunteer services to paid support services and specialized classes for the deaf. As of now, Pierce offers six times the number of services it did at the start. These changes have primarily taken place in the 1973-74 school year.

Teaching methodology has changed due to the increased awareness of the instructors and the addition of special classes which will be covered in the next paragraph.

Curriculum changes beginning in the summer of 1973 were as follows: Special classes in typing and electronics were begun in the summer; American Sign Language, reading skills and personal-vocational

planning classes for the deaf and hard of hearing were started in the fall. Two instructors and a counselor were hired to handle these classes and advise the handicapped students.

Physical plant changes were begun in the fall of 1973. Several ramps were installed on buildings and parking spaces have been designated for the physically handicapped.

It was recommended that the college strive for earlier approval of funding so that supplies, equipment, staff, course scheduling and support services could be obtained in time for a new semester program. Provisions for off-campus transportation is also needed for the handicapped. The development of a work-experience and an industrial curriculum for the handicapped was the third recommendation.

Los Angeles Southwest College

Los Angeles Southwest College was federally funded during the school year 1973-74, for the amount of \$35,000. With the funding, a program for the deaf and hard of hearing was initiated in the spring. Ten students with impaired hearing are now being helped.

Instructors have not changed their teaching methods for the handicapped students but interpreters and student note-takers are provided to assist handicapped students in class. These changes were initiated this spring, 1974.

There have been no changes in the curriculum or in the physical plant to aid the handicapped students.

It was recommended that the college develop a facility to house the handicapped students for study and recreation. This facility will be needed within one year.

Los Angeles Trade Tech College

Los Angeles Trade Tech College has been funded for the past four years, 1970-71 through 1973-74. The amount of funding was not stated. The handicapped program has not changed, significantly, over the funding period. The only change has been the addition of an interpreter for the deaf, on a part-time basis, during the 1973-74 school year.

Teaching methods have not changed to accommodate the handicapped, nor has the curriculum changed.

The physical plant has been altered, somewhat, with the addition of ramps and convenient parking for the severely handicapped. These changes have taken place over the funded years.

It is felt that the college should: (a) sponsor in-service training for the staff on how to handle handicapped students, (b) install elevators, (c) hire a full-time interpreter for the deaf.

Los Angeles Valley College

Los Angeles Valley College has been funded for the past five years. During the school year 1969-70; the handicapped program was funded for \$55,000; 1970-71, \$28,000; 1971-72, \$25,000; and for 1973-74, \$74,527.

There has been a continuous growth in the number of handicapped students both identified and served. The number of handicapped students identified in 1969 was twenty, while in the fall of 1973, the number of students identified as handicapped was 1000. Not all of these students require special services, however. During the five-year period students, teachers, staff, and community have gained increased

awareness of the handicapped program as evidenced by the increased participation of these groups. This awareness has created a new attitude toward the needs of the handicapped. Special counselors are available for handicapped students. Interpreters for deaf students, tape recorders and readers for the blind students, and note-takers for the deaf and orthopedically handicapped can be arranged when needed. Sponsorship by the California Department of Vocational Rehabilitation can be arranged through the college. Tutoring and self-tutoring aids are available at the Study Skills Center. Employment assistance is given in cooperation with the College Placement Center, while certain areas of the vocational curriculum are emphasized in the special counseling services. These changes have taken place continuously over the five-year period of program operation.

There have been significant changes in teaching methodology, particularly in the area of test administration, special tutorial assistance (student and teacher), and the use of special equipment and media to support instruction. The funds were used to hire student assistants, professional experts, counselors and special equipment. These changes have also been continuous over the past five years.

In the curriculum there have been no definite changes, only modifications such as individual instruction. There are plans for changes in the future, however. Corrective rehabilitative physical education, psychological services, special college-orientation classes, and other curriculum modifications to meet the needs of the physically limited are in the offing. Again, these changes have been continuous throughout the five-year period. Though not a curriculum change, as

such, it should be mentioned that the handicapped are encouraged to join the Rotaract Club, sponsored through the Rotary International, which promotes service to the college and community.

Physical plant changes were initiated during the 1971-72 school year and have continued each year since. They include ramps, sidewalk modifications, a resource room, study center for handicapped, telephones lowered and amplification devices for the hard of hearing, drinking fountains lowered and special parking provided.

Suggestions for college improvement include an expanded placement service for the handicapped, workshops for faculty interested in working with special students, and provide for more involvement opportunities for the physically-limited student.

West Los Angeles College

West Los Angeles College has not received funding for the handicapped. Dr. Harry Walker is in charge of the problems that arise concerning the handicapped, but this is in addition to other main duties as a coordinator. The only service that has been afforded the handicapped is that buildings erected since 1969 have ramps according to state law. None of the other questions asked in the questionnaire were applicable.

There are some drawbacks to federal funding. Jack Kearney, District Coordinator for Handicapped Programs for the Los Angeles Community College District, states that:

The limitations on spending is a detriment in some ways. For instance, VEA Funds have not previously been able to be used to modify classrooms to make them accessible to the severely orthopedically handicapped. We haven't been able to

remove architectural barriers and we were also limited in the amount we can use for equipment. On the other hand we can authorize vocational classes for the handicapped with fewer than twenty students under authorized excess cost.

However, on February 20, 1974 a letter from the Chancellor's office indicated that new money was available for removal of architectural barriers. Six hundred thousand dollars on a four-to-one matching basis will be available, throughout the state, for these projects.

In general, no negative aspects were seen by the coordinators at the college level. The only negative comments that were made concerned the many restrictive criteria that prevent extension of the program to all handicapped persons. Another comment concerned what was felt to be an unnecessary volume of paper work that is required.

Although this report is primarily to describe the progress of the Los Angeles Community Colleges in developing programs for handicapped students, over the five-year funding period, it is interesting to see what is expected by an evaluation committee and what some other community colleges have done. Tadlock Associates of Los Altos, California developed a set of criteria for self-evaluation by community colleges for the California Coordinating Unit for Occupational Research and Development.⁷ The evaluation criteria included programs and services which benefit only the handicapped. These services were Tutorial, Peer Counseling, Transportation, and Individualized Instruction.

⁷Tadlock Associates, Los Altos, California, Handbook for Self-Evaluation of Programs and Services to the Disadvantaged and the Handicapped at Community Colleges under the Vocational Education Amendments of 1968. California Coordinating Unit for Occupational Research and Development, (Sacramento. April 15, 1972), p. 7. (ERIC)

Programs and services which benefited all students were Placement, Child Care, Draft Counseling and Work-study Coordination. Basic school programs recommended were Library, Visuals, Major Equipment, and Curriculum Revision. Other programs and services were Special Administrative Services, Inservice Training for Staff, Counselors, Instructors and Remodeling.

El Camino College has a program for the handicapped which is recognized for its excellence in the Southern California area. The El Camino College plan for development has been in progress since 1972.⁸ The services provided the handicapped students are: placement testing, diagnostic testing, pre-registration, transportation, attendant care recruitment, tutorial services, housing facilities listing, job placement, special equipment, wheelchair storage and repair, special parking, alleviation of architectural barriers, special counseling, readers for the deaf, interpreters for the deaf and transcribers. In the area of academic support the school offers remedial instruction, supplemental instruction, and counseling and guidance services. Inservice training for vocational instructors and work-experience programs are intended to change the teaching methodology and the regular curriculum. Specially trained instructors have been hired to serve the deaf, the blind, and the orthopedically handicapped.

Though the implementation of these programs has been started, they are far from complete. Increased efficiency in identifying the

⁸ Steve Fasteau, "Recommendations for the Development of the Disabled Students' Program, El Camino College District" (unpublished Syllabus, El Camino College, March 28, 1973).

handicapped and publicizing the program has caused a growth in numbers each year. This growth increase demands program expansion continuously.

In addition to the regular services, De Anza College in Northern California offers an extensive corrective and rehabilitative physical education program for physically handicapped students.⁹ Special weight-training equipment was purchased along with modifications to the weight room. A lift was installed in the swimming pool to aid entry and exit for the handicapped. Weighted canes and crutches plus other therapeutic equipment was purchased. A physical therapy assistant program was developed at De Anza and a graduate program in corrective therapy was started in affiliation with San Jose State University. These programs are expected to aid the increasing handicapped population. The specific classes offered the handicapped students at De Anza College are: Body Development and Maintenance; Therapeutic and Recreational Swimming; Pre- and Post-Operative Conditioning; Post-Injury Rehabilitation; Gymnastics; Gait, motor, balance and coordination training; Archery; Wheelchair Basketball; Wrestling for the blind; Table Tennis; Checkers, chess and other passive activities; Bowling; Track and Field; Special Projects and Independent Study programs.

At Portland Community College most of the various improvements in the program that have already been mentioned have taken place. However, Portland Community College has embarked on a rather extensive

⁹Steve Selliti, "Corrective and Rehabilitative Physical Education Program for Physically Limited Students" (unpublished Syllabus, De Anza College, January, 1974).

transportation program for its handicapped students. They have stated that "Perhaps the single most important catalyst in the process has been the transportation program begun by the school in early 1972 with the help of a grant from the Oregon Board of Education."¹⁰ Two specially equipped vans moved across the city throughout the day carrying students to and from the school at no charge. This has encouraged many handicapped to attend college when it had never been a possibility before.

The three mentioned programs demonstrate the extent to which programs for the handicapped can be developed.

V. RECOMMENDATIONS

The recommendations concerning the individual colleges were stated at the end of each college section for ease of identification by the Los Angeles Community College District Administration. The recommendations which are directed at the Los Angeles Community College District are summarized and listed as follows:

1. Early approval of funding for obtaining necessary staff, equipment, supplies, course scheduling and support services.
2. Provisions for off-campus transportation.
3. Coordination to meet individual campus needs.
4. Simplification of eligibility for services and identification via enrollment applications and a print-out, as per state code, for the physically handicapped.
5. Handicapped program coordinators should be involved in the decision making at the district level.
6. Research into areas such as funding, exemplary programs, new equipment, and materials.
7. Workshops in administrative, budgeting, and curriculum development.

The early approval of funding becomes an increased necessity as these programs grow. Program plans must be made nearly six months in advance, yet the funding is usually not approved until early fall. This means that it is extremely difficult to hire specially-trained instructors and/or necessary equipment cannot be ordered in time for the start of a new school year. Thus, the program is six months to one

year behind, especially in Vocational Education Act funding.

Transportation always has been a problem for the handicapped for obvious reasons. It is felt that this service should be provided in order to give the handicapped students equal opportunity for education. With the present energy crisis and rising gasoline prices, it is even more important that some type of transportation arrangement be made for handicapped students.

As can be seen by the study, the needs of the various colleges differ greatly as do the resources of each college. Coordination between colleges is needed so that certain resources can be shared in order to benefit all handicapped students throughout the district. This is not to say that the colleges that have developed the better programs, identified more handicapped students, and gathered more resources and personnel could be shared, from time to time, in order to bring all the colleges of the district up to a minimum standard.

A great deal of "paper work" is necessary to obtain services for the handicapped student. Many coordinators feel that they waste a great deal of time at their desks filling out proposals instead of dealing with the functional parts of their programs. Another suggestion is for a better system of handicapped identification via the enrollment application. This is difficult because some consider it discriminatory, some do not want to admit a handicap, etc. It will take committee actions to decide on an appropriate method. This, together with computer services from the district, would help greatly in the early identification of the handicapped student.

In many large districts the coordinators running the programs

at the college level are ignored or their suggestions are lost in the bureaucracy of the centralized administration. Several coordinators in the Los Angeles Community College District felt that they should be involved directly in the decision making for the handicapped programs at the district level.

It is felt that more research into additional funding, exemplary programs, new equipment, and materials could be provided by the district administration. This would give each college better coordination and information in obtaining and using funds. The college coordinator does not have the time to run his program and search out this important information.

A sharing of ideas throughout the district and the state should be promoted through district-sponsored workshops. It is important that better administrative, budgeting, and curriculum ideas be shared in order to get the most for the handicapped student from today's inflated dollar.

These recommendations should be implemented within the next year or at the most within two years.

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APPENDIX A

HANDICAPPED PROGRAM QUESTIONNAIRE

College _____

Respondent _____ Title _____

1. Has the college received federal funding for the handicapped?

Yes _____ No _____

a. How much and during which school years?

69-70 _____ 72-73 _____
70-71 _____ 73-74 _____
71-72 _____

2. How has the handicapped program changed in your college?

a. To what extent (doubled services, tripled etc)?

b. During which school years did these changes occur (primarily)?

69-70 _____ 72-73 _____
70-71 _____ 73-74 _____
71-72 _____

3. Has the teaching methodology changed, in any way, due to the handicapped funding?

Yes _____ No _____

a. In what areas? How?

b. During which school years did these changes occur (primarily)?

69-70 _____ 72-73 _____
70-71 _____ 73-74 _____
71-72 _____

4. Has the curriculum changed due to the emphasis on the handicapped?

Yes _____ No _____

a. In what areas? How?

b. During which school years did these changes occur?

69-70 _____	72-73 _____
70-71 _____	73-74 _____
71-72 _____	

5. Has the physical plant changed because of this funding and emphasis?

Yes _____ No _____

a. How?

b. During which school years did these changes occur?

69-70 _____	72-73 _____
70-71 _____	73-74 _____
71-72 _____	

6. What suggestions would you make for further serving handicapped students?

a. College

b. District

c. Within what reasonable time span?

7. Do you see any negative aspects in the federal funding?

Please use a separate sheet for any answers where not enough space has been provided.

Return to L. D. Lomen
 Los Angeles Valley College

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AUG 23 1974

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